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NORTHEAST REGIONAL INSTRUCTIONAL TELEVISION LIBRARY PROJECT.

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EASTERN EDUCATIONAL NETWORK, CAMBRIDGE, MASS.

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A REGIONAL SCHOOL TELEVISION SERVICE WAS ESTABLISHED ON A PILOT BASIS FOR THE NORTHEASTERN UNITED STATES FOR LOCATING AND ENCOURAGING THE PRODUCTION OF QUALITY INSTRUCTIONAL TELEVISION PROGRAMING FOR USE IN SCHOOLS OF THE AREA. THE FIRST PROBLEM OF THIS PROJECT WAS TO ANSWER QUESTIONS CONCERNING THE EFFECTIVE EXCHANGE OF SCHOOL BROADCASTS, SOURCES OF QUALITY PROGRAMING, AND BETTER USE OF INSTRUCTIONAL TELEVISION. OTHER ACTIVITIES INCLUDED THE IDENTIFICATION OF CRITICAL CURRICULUM AREAS IN WHICH TELEVISION COULD PLAY A MAJOR PART, AND BRINGING TOGETHER TELEVISION EXPERTS AND PROFESSIONAL EDUCATORS TO DISCUSS (1) TECHNIQUES FOR BROADCASTING EXCHANGE, (2) THE ACCEPTANCE OF PROGRAMING IN THE VARIOUS EDUCATIONAL COMMUNITIES, AND (3) THE TYPES OF SUPPLEMENTARY TEACHING MATERIALS WHICH COULD MAKE A SUBSTANTIAL CONTRIBUTION TO SUBJECT-MATTER OFFERINGS OF SCHOOLS. DEMONSTRATION OF CENTRAL COORDINATION BEGAN WITH THE MANAGEMENT OF A SERIES SELECTED FOR REGIONAL EXCHANGE AND DISTRIBUTION. A SCHEDULE TO SUIT THE REQUIREMENTS OF EACH STATION IN THE REGION WAS WORKED OUT AND SENT TO EACH FOR APPROVAL. DURING THE FIRST TRIAL SEMESTER, THE MEMBER STATIONS EXCHANGED ALMOST 1,080 HOURS OF INSTRUCTIONAL TELEVISION PROGRAMING WHICH REACHED ABOUT FOUR MILLION ELEMENTARY AND SECONDARY SCHOOL CHILDREN. (JH)

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FINAL REPORT

NORTHEAST REGIONAL INSTRUCTIONAL TELEVISION LIBRARY PROJECT

M. Virginia Biggy, Project Director

History of the Project

The Northeast Regional Instructional Television Library Project began its work on Contract OE-2-16-011 between the United States Office of Education and the Eastern Educational Network on January 1, 1962. The Contract covered the period between November 16, 1961, and December 31, 1962.

The Contract has had six supplements. Supplement number one authorized re-assignment of funds to permit Dr. M. Virginia Biggy to assume full-time direction of the Project from September through December, 1962.

In January, 1963, supplement number two extended the period of operation of the Project until April 30, 1963, to permit the various Task Group recommendations of Phase I of the Project to be further reviewed by the Instructional Exchange Development Board and to be approved by this Board and the Trustees of the Eastern Educational Network before such recommendations could be submitted to the Office of Education. No additional funds were required for supplement two.

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Between November, 1962, and January, 1963, the Project Director, at the request of Dr. Seth Spaulding of the Educational Media Branch, prepared proposals which would permit, if funded, the Project and the Eastern Educational Network to carry out the three mandates which had top priority in the reports of the Task Groups of Phase I of the Project.

A complete report of Phase I, dated February 1, 1963, was supplied (200 copies) to the Educational Media Branch Office at the United States Office of Education at the request of Dr. Seth Spaulding, then administrator of the Branch.

From February, 1963, to April 30, 1963, the regular activities of the Northeast Regional Instructional Television Project were carried on using funds still remaining in the Project account and authorized for this purpose through supplement two. The "regular" activities of the Project included the acquisition of sufficient office space to permit the careful cataloguing and storing of the "samplerkits" as they began to arrive. A principal occupation of the Library staff was to check through the samplers as they arrived for accurate titling, for cataloguing, re-winding and packaging. A system of cataloguing, acknowledging requests and maintaining immediate information on the whereabouts of any single sampler required considerable administrative planning.

When the mechanics of the Library were set up, the staff began the task of evaluation of the samplers so that some knowledge of each one would be available when requests for evaluation were made.

Mechanics for checking sampler kits as they would be returned to the Project office were also devised.

Providing continued informational service also occupied the Library staff. An average of forty (40) pieces of correspondence per week were received requesting information about the Project and about instructional television work being done in the Northeast.

On April 30, 1963, supplement number <u>three</u> authorized the Northeastern Regional Instructional Television Library Project to continue until April 30, 1965, on what was then identified as Task I - the continuation of the work of the Northeastern Project. This work was described in four parts:

(1) administrative and supervisory responsibilities for Tasks II and III (yet to be funded);

(2) informational services with schools, universities, member stations and educational organizations to encourage the use of the sampler library and to encourage increased use of instructional television;

(3) continued development of the sampler Library;

(4) distribution of the programs acquired by the National Instructional Television Library and by the Eastern Educational Network.

On June 20, 1963, supplement number four authorized the Northeastern Regional Instructional Television Project to undertake Tasks II and III. Task II was designed to be an initial investigation for a period of six months to determine the need for a series of programs concerned with the Utilization of Instructional Television and designed specifically for classroom teachers.

Task III called for the cooperative regional planning of a series on mathematics for elementary school teachers.

The proposals made to the United States Office of Education included a Task IV, the planning of a series of television programs on World Ideologies for secondary students and teachers. The need for this series was underscored many times by the Task Group on Secondary Education who worked in Phase I of the Project. This proposal was rejected by the Educational Media Branch.

Supplement number five, dated July 13, 1964, permitted the transfer of funds from the terminated Task II to the on-going Task I. Supplement number six, dated April 30, 1965, permitted a no cost extension of the work of the Project for one month through May 30, 1965.

This report of the work of the Northeastern Regional Instructional Television Library Project is concerned only [redacted]

Phase II of the Contract, OE-2-16-011, and covered by supplements three and four, covering Tasks I, II and III.

Task I The Continuation of the Northeastern Regional Instructional Television Library Project.

The administrative responsibilities of the Project have been:

A. The development of an instructional television service in the Northeast on a regional Network basis.

To do this it has been necessary to:

1. Develop policies for exchange and distribution of instructional television programming.

2. To locate quality programming within or outside the Northeast region.

3. To arrange for previewing and evaluation of this programming.

4. To arrange for acquisition and/or exchange of the programming.

5. To arrange for distribution of the selected programs and the accompanying Teachers' Guides and students' work materials to educational television stations throughout the region.

B. Maintenance of the Library of Sampler Kits.

This task has involved:

1. The distribution of three issues of a Guide to Instructional Television Materials to school administrators, college personnel and educational television personnel.

2. The servicing of requests for "kits" from the Sampler Library.

This included:

a. Screening and evaluation of each kit in order that valid recommendations could be given upon request.

b. Examination and approval of the condition of each kit before it is mailed out.

c. The attendant clerical tasks of organizing schedule books, check in and out procedures, etc.

d. Distribution on request of Sampler Kits and Preview Kits throughout the Northeast Region.

C. Leadership and Informational Services

The Project Staff have been essentially concerned with wise use of instructional television in the schools and with acquainting the educational community with the value and power of instructional television.

Newsletters, brochures, workshops for teachers, speeches at PTA's and in teacher education classes and at state-wide meetings, attendance at special educational conferences and meetings throughout the region and the country have been the essential means of carrying the instructional television story to teachers and administrators in elementary and secondary schools and in colleges.

Each of the responsibilities will be described separately, although they were being conducted simultaneously as part of the Project.

<u>The Development of an Instructional Television Service in the Northeast on a regional Network basis</u>.

In 1959, in response to persistent requests of a number of people representing organizations currently active in the production and broadcasting of school television programs

educational television personnel in the Northeast gathered together to discuss mutual problems, needs and methods of pooling resources to upgrade the instructional television offerings. From these discussions grew the Eastern Educational Network, which now has fifteen educational television stations and which extends from the CBC in Canada to the District of Columbia and from the east coast to the to the Ohio border.

The questions concerning the more effective exchange of school broadcasts, the source of quality programming and the wise use of instructional television led to the first work with the United States Office of Education, which was an analysis and demonstration of the policies, procedures and practices necessary to effect the exchange of instructional television materials on a regional basis.

The identification of critical curriculum areas in which television could play a major part was a main purpose of the first study. Another major activity was to bring together educational television and school personnel from within the Northeast to discuss possible techniques for exchange of school broadcasting, the acceptance of programming in various educational communities and the type of supplementary teaching materials necessary to make a substantial quality offering to the schools of the Northeast.

Since no one had previously had experience in regional distribution, the establishment of policies to govern such regional activity was important. Diligent effort led to a series of statements and suggestions to govern the early work in preparing for regional exchange and distribution.

The foregoing was accomplished as Phase I of the Contract herein described and is discussed here merely as background for the following information.

One of the primary steps in organizing a school television service for the Northeast region was to bring together those persons essentially concerned with instructional television broadcasts to discuss the needs of their particular geographical areas and to explore with them the curriculum areas in which an exchange of instructional television programming might be productive.

In most cases, the school television personnel at each of the educational television stations already enjoyed the cooperation and interest of a selected group of public and private school faculty and administrators who comprise the "Curriculum Committee" for the particular station.

All decisions concerning the needs, the selection of appropriate programming, the scheduling and the utilization work with teachers are a result of cooperative planning

between the television station and the members of the "Curriculum Committee".

Most curriculum groups associated with the educational television stations had been accustomed to considering local production as the means of meeting the curricular needs of their particular coverage area. One of the first tasks, therefore, in the process of exploring instructional television materials for the purpose of exchange, was to ascertain what programming for schools was available from each of the educational television stations and then to arrange an opportunity for the school service personnel to preview these materials.

In some cases, unilateral exchange of programming had been taking place and eight series of programs were being used by more than one station. Arrangements for each of the "uses" was made independently with the school service person from one station and the producer of the material.

Several meetingswere held during 1963 to discuss the advisability of exchange and to select representative samples of programming which could be shown to Curriculum Committees as a means of beginning discussion about exchange of materials within a state, within several states and within the region. The process was slow, of necessity. Schedules for the 1962-63

school year had been "locked up" long before the Project was permitted to engage in this activity. Schedules for 1963-64 were slightly effected by the discussions of exchange. Unilateral exchange between Massachusetts, New Hampshire and Maine took place. Hartford, Connecticut used some material from Massachusetts and from Washington, D. C. New York City used material from Boston and Washington. Schenectady used material from Boston and New York. In each case the materials had been called to the attention of the school service personnel through the efforts of the Project to bring them together to discuss quality programming, but no effort was made to coordinate the exchange.

The coordination of the exchange was destined to be a slow process since each school service person had learned to negotiate with the other in the particular fashion dictated by the needs of each. A pattern of independence had been developed which produced action -- usually by telephone calls - and though somewhat haphazard, seemed to work.

A preview "kit" in which there was at least one (and usually three tapes) of the particular program which was to be used throughout the region, together with Guide materials, was sent on a bicycling plan from station to station, so each of the Curriculum Committees might examine the materials which

the school service personnel had selected as useful for their particular instructional television needs. In only two cases, was there any change in the original selection.

The first demonstration of "central coordination" began with the management of the series selected for regional exchange and distribution. Seventy-eight and one half hours of programming were "managed" through the Project office. This meant that a schedule to suit each station's requirements was worked out and sent to each station for approval, dubs were made, tapes were labeled, shipping was arranged, orders for Guides were filled.

In April, 1964, school service personnel gathered to begin work on the revisions necessary in a set of statements (to ultimately become policy) governing the acquisition and exchange of materials. The early statements had been made by the Authorization Task Group of the Project during Phase I and had been made without having had the actual experience of regional exchange.

As work was begun to coordinate exchange and distribution, it was clear that the Authorization Task Group statements required modification and that additional statements of policy were in order.

A tentative "draft" statement was eventually prepared with

the plan in mind to re-examine and revise after some months of experience.

During the first semester of the 1964-65 academic year, in the Northeast Region, the member stations of the Eastern Educational Network exchanged 1078 hours of instructional television programming which reached 3,895,745 elementary and secondary school children. The seventy-eight and one half hours managed through the Project office are included in this number.

The distribution of the courses and the number of hours of instructional television programming exchange during that time appear below.

Art	68-3/4	hours
Music	12	hours
News	72-3/4	hours
Science	212	hours
Language Arts and Reading	353	hours
Teacher Education	45	hours
Foreign Language	315	hours

These courses were being exchanged on a variety of plans. Sometimes one station exchanged, program for program, a series in Art for a series on Phonics. In some cases, stations paid fifty cents per minute or $1.00 per minute for the programs

and, of course, provided their own tape for dubs.

In some cases, master copies were distributed. In some cases, a bicycling plan between three stations was worked out. Often a given station was exchanging materials with as many as three or four other stations, each exchange being worked out on a different basis.

The variety of plans and the complexity of management and the obvious expense in time, efficiency and money provided additional impetus to consider central coordination of exchange and distribution for the 1965-66 school year.

In the early fall of 1964, the Project staff prepared a catalogue of programs being used throughout the Northeast region which was made available to all interested persons and which served to supplement the Guide to Instructional Television Materials, prepared by the National Instructional Television Library.

Every time the school service personnel came together, however, the recommendation was made that efforts ought to be made to coordinate through the office of the Project, the exchange of instructional television materials.

During the 1963-64 school year, school service personnel came together regularly every three months to discuss mutual problems, the need for specialized programming, the possibility

of exchange, the complexities of exchange, the problems involved in acquisition, dubbing, shipping, scheduling, etc. Each of these sessions was exciting and very productive. Gradually, an attack was being made on the problems common to each school service and the list of aspirations for coordination, future development, cooperative planning, service to schools, etc. grew each time the group convened.

In January, 1964, the first major previewing session was held in Hartford, Connecticut at Channel 24. Representatives of every educational television station in the Northeast were present, together with selected curriculum personnel from the Connecticut area and representatives from the developing stations in Pennsylvania. Several State Department of Education personnel, charged with the responsibility of implementing instructional television in the schools, were also present. Forty-two samples of instructional television programming were previewed. Some were rejected at once as lacking in one or more of several major "musts" -- production, content, utility in more than one geographic area.

Prior to the screening, the Project office requested each school service person (1) to list the materials, from his own station, which he would like to have previewed by others, and (2) to provide timing information, information about the number of programs in the series, the length of each, copies of special

Guide materials for teachers or work materials for students, etc. From this information, a "viewing" sheet was arranged, tapes were specially labelled for previewing, a packet of pertinent materials was prepared for each person attending the session. When the viewing session was over, it was possible to identify those series which seemed to suit the multiple needs of most of the schools and a listing of these was made preparatory to engaging in the next step -- coordinating the acquisition and distribution of those series requested.

Because instructional television program plans must be "locked up" early, it became necessary to move the screening and previewing meetings back to November, 1964, at which time the school service personnel from all the educational television stations in the Northeast met with the staff of the Project. The first "Curriculum Committee" for the Eastern Educational Network, made up of representatives from each of the Curriculum Committees at the station, also met to preview and screen offerings for the 1964-65 year. Two days of viewing permitted the group to examine sixty-two sample programs from throughout the region and from outside the region.

It should be noted that when school service personnel were requested to indicate those programs they wanted to preview, they frequently suggested that the Project Director locate sample programs from outside the region for consideration.

It was agreed that whenever three or more stations (excluding the owner) were interested in using a series, the Project office would assume the major responsibility for acquisition, distribution and the associated details.

The combined group - School Service Personnel and the Eastern Educational Network Curriculum Committee, made decisions about those programs they felt would best serve their purposes and submitted this list to the Project Director, who, in turn, began the negotiations to prepare "preview kits" of each of the series to be shipped on schedule to each of the stations, so that local Curriculum Committees might select or confirm the selection of those programs most useful to them.

Thirteen instructional television series were selected for distribution to three or more television stations for use during the 1965-66 academic year.

The details of designing contracts for each station, arranging for tape to be fed into the "tape pool", the logging in, checking and labeling of tape, the shipping of the tape to the dubbing centers, the re-checking of tape as it is returned to the Project Office, the scheduling of shipment of tapes to reach each station on time, were jobs to be assumed by the Project Office.

As this contract terminates, the schedules for shipping each of the series have been developed to meet the requests of each of the users and have been sent for approval to each user. Plans for caring for all the details described above have been made. Guide orders are being solicited preparatory to having Guides printed and a free exchange and distribution service of instructional television materials for the educational television stations in the Eastern Educational Network is underway.

This is a significant development - a coming of age - of the instructional television activity in the Northeast. The needless expenditure of funds, time and personnel on independently managed distribution plans can now be ended. The same funds, time and personnel can more appropriately be used at each station to raise the quality and increase the use of school programming. The concept that materials must be specifically designed for one single geographic area has now been dispelled. The common needs in curriculum of many states can be met with quality instructional television materials as the distribution activities of the Network's School Service indicate.

There remains, of course, the task of streamlining procedures and of making more and more quality programming available -- and, the gigantic task of helping teachers to use the programming wisely.

The draft of the policies governing the exchange and distribution have now been re-worked. A meeting of School Service personnel in May completed the re-working task and the policies are now ready for acceptance by the Trustees of the Eastern Educational Network. Upon acceptance they will become an integral part of the operating procedure of the Network.

Maintenance of the Sampler Library

At the outset of the three projects, the National Television Library, the Great Plains Instructional Television Library and the Northeast Regional Instructional Television Library, it was agreed that the National Instructional Television Library, with the help of the other two, would accumulate information about instructional television programming which was available for exchange. Each producer or owner was approached by letter requesting a statement of the series he wished to make available through his facility. Each was similarly requested to provide one program "of his choosing" from the series, as a sample of the content and production techniques of the series. The tape on which this program was recorded was sent per instructions of NITL for duplication. Three kinescopes were made of each program. Accompanying Guide materials were also sent to NITL who, in turn, sent them to the other two libraries.

Early in 1963, these materials began to arrive at the office of the Northeast Regional Instructional Television Library Project and shortly it was necessary to acquire more office space to house the materials. Kinescopes, Guides, film cans, fibre cases all had to be sorted out, labeled, have leader attached, and in general be "processed" before any distribution could take place.

For each entry in the Guide to Instructional Television Materials, a sampler kit was to be available.

Shelving for the sampler kits, a technique for cataloguing each kit, procedures for checking the condition of each kit before it was shipped out, and after it was returned, were all part of the activities of the Project staff. Similarly, procedures for acknowledging requests, booking, maintaining immediate information on the whereabouts of a sampler meant considerable administrative planning and organization.

When the mechanics of maintenance of the Library were set up, the staff began the task of evaluation of the samplers, so that some knowledge of each one would be available when requests for evaluation came.

Often the Project staff were requested to suggest five or six "samplers" which would illustrate a given point or technique. This could not be done without full knowledge of the content of each sampler.

New contents for sampler kits were received regularly and the same process was followed in preparing them for distribution. The National Instructional Television Library provided for each of the other Libraries "preview kits" for each of the series which were acquired for national distribution. Each preview kit contained three kinescoped lessons from the series and a teachers' Guide. Distribution of the preview kits was also part of the work of the Northeast Regional Instructional Television Library.

From April 30, 1963 through May 30, 1965 five hundred and seventy kits - preview and sampler - were distributed through the office of the Northeast Regional Instructional Television Project .

Acquisition

Rental of nationally distributed series.

By arrangement with the National Instructional Television Library and as a demonstration of yet another way to handle the details of rental of the nationally distributed series to interested parties, the NRITL (in contract to GPRITL who handled all rental contracts themselves) agreed to provide the preview kits to those requesting them and then when a request for rental of the entire series came, to refer the agency making the request directly to NITL for all negotiations.

This eliminated the necessity of interested parties making the negotiations with NRITL, who in turn would have to negotiate with NITL for distribution patterns, costs, etc. Since the Great Plains Instructional Television Library was using the opposite approach, NRITL was entirely willing to experiment with another plan.

An evaluation of this plan indicates that no user suffered any hardship and, as a matter of fact, probably had more rapid service by being referred directly to the National Instructional Television Library, who had the schedule of users of each of the series immediately at hand and could quickly tell the availability of the series.

The advantage of the initial contact with the prospective user was achieved for the Northeast Library because the preview kit was requested from NRITL and correspondence initiated from the NRITL offices. No users indicated any concern at being referred to NITL for final information about renting a nationally distributed series.

Acquisition of special series for distribution throughout the Northeast Region.

The Northeast Region acquired for distribution the following series:

Practical Politics - Series of four
The Pendulum - Single program for teacher education
Problem Solving - Single program for teacher education
The Teaching of Reading - Fifteen programs for teacher education

Each of these was produced by an educational television station in the Northeast and had particular value for use in that region. Both videotapes and kinescopes were made available on each.

Evaluation of the Sampler Kit Library

After two years of operating the sampler kit library some evaluation seems proper.

On the positive side it should be recorded that the sampler library served well to acquaint many educators with the fact that there were and are programs available to which they might have access rather than to build their own. In many ways, this acquaintance was in the order of an "awakening". They had not been aware of the amount of television programming for teaching purposes which had been done throughout the country. In many instances, the sampler kits were requested by school systems and colleges or ETV stations who were anxious to see how the topic of the program was treated via television. In many instances, the college personnel requested sampler kits to show prospective teachers the type of programming with which they might come in contact. In only a few cases did

the examination of the sampler kit serve the purpose for which the kits were originally intended, namely, to look at samples of series preparatory to negotiating for a more extensive examination of the series with the plan in mind of using the entire series within the school system or on the air. Furthermore, the lag between the time the samplers were available and the potential user look at the kit, wrote to the owner for more information and finally was ready to negotiate for the series, often meant that the owner had erased or withdrawn the series.

In summary, the use of the sampler kits was considerable for the purpose of examining what had been done, the techniques used, the content covered, the type of teacher and the amount of material pressed into a twenty minute or half hour program. The use of the sampler kit as a first step in acquiring a series for use was very slight.

The "samples" in the sampler kits were often the worst rather than the best examples of instructional television. The task of evaluating each sampler was herculean and very discouraging. Notes were made about each sampler and recorded on three by five cards and filed, so that when a question arose or a recommendation was sought, it was relatively easy to provide an answer though very difficult to use one's best judgment about some of the samplers.

Perhaps, merely as an indication of the growth which has since taken place in production techniques and in choice of content, presentation, etc., it should be recorded that the early samplers were often examples of wretched television practice. Perhaps the owners and producers did not really realize how bad the samples of their work were until the sample had been placed "on the market" and available for examination.

A comparison of their materials with those of others led many owners and/or producers to withdraw their series from the market. Such comparisons also seemed to have a direct relationship to an improvement in the production techniques and the teaching plan and, even, in the choice of teachers. Certainly subjecting samples of the work of many to more critical examination by many more, produced in the last few years considerably improved visuals and much better quality production. These things, though initially negative about the sampler kit idea, must also be recognized as worthwhile if they caused an improvement in the quality of instructional television programming.

The continuation of a sampler kit library through the offices of the National Center for School and College Television should be considered, though, perhaps, as the availability and quantity of material grows, the sheer task of managing such a service would reduce its worth.

Distribution of the Guide to Instructional Television Materials and Brochures.

Each of the regional libraries assisted in collecting information for each of the three issues of the Guide. The National Instructional Television Library assumed the responsibility for coordinating, compiling and printing the Guide. Copies were sent to each of the libraries for distribution.

The distribution of the Guides required considerable staff time, first, in obtaining an accurate file of persons most likely to profit from receipt of the Guide, second, in preparing mailing materials, such as envelopes, letters, etc. and finally in actually accomplishing the addressing, the stuffing and the mailing of the envelopes containing the Guides.

The brochures prepared by the National Instructional Television Library, advertising the series available for national distribution, were also mailed from the office of the Northeast Regional Instructional Television Library. Similarly, lists of those most likely to find the brochure useful was the first task and the attendant mailing problems followed.

As a result of these major mailings, a file of superintendents, curriculum personnel, music, mathematics, science personnel, collegiate personnel, teacher education instructors, deans of colleges of education, educational television personnel is now available in the NRITL office. One of the major problems of

of the Project has been trying to find staff time to maintain this file in an accurate and up to date fashion. Such a task requires the full time of a person whom the Project just did not have.

The absence of a Guide for the 1965 year was unfortunate, since many educators have come to depend upon the Guide to acquaint the with what is being done throughout the country. Furthermore, such a Guide saves time and money, because the information within it can be quickly had by turning the pages, instead of sending and/or filling out countless questionaires from around the country about the television programs locally produced in one of a dozen curricula areas.

Leadership and Informational Services

The activities of the Northeast Regional Instructional Television Project in the area of informational services have been many. They can best be described by area and/or type of service.

Correspondence and Telephone Requests

Inquiries about sampler kits, television series, utilization techniques and sources of materials helpful to schools just embarking upon the use of instructional television constituted some of the correspondence received in the Project office. On the average of forty letters per week requested information about television series, ways of developing programming for

closed circuit systems and suggestions for better utilization. In addition to this correspondence, there was also the day to day correspondence, special mailings, feedback activity and related communications for SETS AND SYSTEMS, the regionaly planned and produced series for mathematics teachers, the supervision and planning of which was also a function of the Project office.

The Project staff was far too small to adequately handle all this correspondence during the regular working day. A plan evolved of spending several evenings devoted to "correspondence", but as would be expected, travel and other demands interrupted the regular attention to evening correspondence. Keeping up with the correspondence was one of the most difficult tasks the Project staff encountered.

The telephone activity was also very heavy and finally it became necessary to use the part-time distribution assistant full time in order to keep up with the demands.

Since the Project's goal was to become the hub of information about instructional television in the Northeast, certainly every effort was made to meet the requests for service. Educators look to the Project staff for available information about instructional television. Confidence in the Project staff's ability to assist them had to be won. Educators

are apprehensive and suspicious about agencies not directly associated with schools or universities.

Personal Contact

The Project Director was constantly "on call" to appear at teacher conferences, university classes, national educational organization meetings, PTA's, curriculum committees, etc. In each case there was an opportunity to acquaint teacher or prospective teachers with the possibilities of instructional television and to explore with them the role of the classroom teacher as a partner with the television teacher. Since the Project Director is primarily an educator, entree into the educational community was not difficult. In fact, the demands on the Director's time for service to the educational community were probably greater because of her training and experience.

The demands for sampler kits and for special materials and for special presentations about instructional television during the summer months for collegiate classes indicates an increased desire on the part of the collegiate personnel to include reference to instructional television in their classes and of the interest in instructional television generated by those school systems embarking upon closed circuit plans. During the summer of 1963, the Project Director conducted a

two week credit course at Tufts University on Instructional Innovations, one half of which was devoted to instructional television. Fifty teachers from the Northeast were enrolled. During the academic year 1963-64 and 1964-65, the Project Director taught an evening course on Instructional Television. During the 1964 summer session, the Project Director conducted a three week workshop for elementary and secondary teachers. The workshop, entitled "Innstructional Television", was essentially concerned with the teacher's role in selecting instructional television programming, preparing for its use in the classroom, follow-up of the lesson. Considerable emphasis was placed on the teacher's role as an evaluator, selector of instructional materials, and as a member of a teaching team which included the television teacher.

The Project Director, when requested, attended the Curriculum Committee meetings at selected times during the school years at each of the educational television stations in the Northeast. Sometimes this attendance was as an observer only and at other times as a participant in the discussion or as a presentor of new plans.

The Project Director served as Co-Chairman and eventually as Chairman of the Massachusetts Education Study on Educational Television and coordinated the preparation of the final report submitted to the Massachusetts Education Commission in August,

1964, in which the need for and details for a statewide network were presented.

The Project staff undertook the liaison work with the New England Reading Association preparing for the previewing and then for the airing of the series, Preparing Your Child for Reading, in the Fall of 1964 and assumed the major responsibility for securing evaluative comments from four hundred members of the association throughout New England.

The Project Director worked closely with staff members of WIHS, the Boston Archdiocese television station, in preparing for their in-school service.

One of the more significant personal contacts and liaison services of the Project staff was with the District of Columbia Public Schools who have made essentially no use of instructional television for at least the last five years. Through the work of the Project Director and staff and the administrative personnel of the District schools, several members of the staff of the District schools were members of the Advisory Committee for the planning of the mathematics series under the auspices of the Northeast Regional Instructional Television Project and a Pilot Center was established in Washington, which permitted better than 400 teachers to participate in the series, SETS AND SYSTEMS.

Credit for the series was arranged with the District of Columbia Teachers College.

Again, through discussion with the administrative staff members of the District schools plans were made to acquire funds from the Meyer Foundation to permit the purchase of the necessary equipment, so that most elementary schools in the District of Columbia could have at least one television set. Considerable use has been made of that one set in each building, both for teachers and for students.

Conferences

The Project Staff organized conferences for elementary and secondary teachers, school administrators, teacher education personnel and educational television personnel. Some of these conferences were held in conjunction with the Eastern Educational Network Fall Conference, which permitted those in attendance to have a wider view of the educational television activities in the Northeast.

December 4, 1962	Utilisation meeting, Statler Hotel Boston. Educational television personnel throughout the Northeast.
February 24, 25, 1963	Marriott Hotel, Washington, D. C. Mathematics personnel from the Northeast.
March 19, 20, 21, 1963	Park Sheraton Hotel, New York Secondary Education personnel

April 22, 23, 1963	Marriott Hotel, Washington, D.C. Mathematics personnel from the Northeast.
May 8, 1963	Charter House, Boston, Mass. Utilization meeting. Educational television personnel.
May 23, 1963	Concord, New Hampshire Teacher Education personnel from New England.
June 6, 7, 1963	Park Sheraton Hotel, New York Secondary Education personnel.
November 8, 1963	Washington, D. C. Teacher Education personnel from Pennsylvania, New Jersey, New York, Delaware, Maryland, Washington and Virginia.
January 28, 29, 30, 1964	Hartford, Connecticut. Educational Television Personnel.
March 25, 1964	Charter House, Boston, Mass. Executive Editors of Textbook Publishers.
March 31, 1964	Charter House, Boston, Mass. Educational Television Personnel
May 15, 16, 1964	Washington, D. C. Curriculum personnel from educational organizations.
June 17, 1964	Newton, Massachusetts. New England Reading personnel.
September 22, 23, 1964	Charter House, Boston, Mass. Instructional Television Personnel
November 16, 17, 1964	Princeton, New Jersey. Educational Television personnel and Teacher Education personnel

November 23, 24, 1964	Boston, Massachusetts Instructional Television Personnel.
February 17, 1965	Washington, D. C. English Educators.
March 2, 1965	Chicago, Illinois. Northeast Educators attending ASCD conference.
May 6, 1965	Cornell University, New York Elementary Education Personnel.

Apart from the conferences listed above, Project personnel co-operated in planning conferences for local school systems in the Northeast, for State Teachers Associations throughout the Northeast, with the National Education Association, the Association for Supervision and Curriculum Development, the American Educational Research Association, the National Council of Teachers of Mathematics, the National Council of Teachers of Social Studies, the National Council of Teachers of English, the New England Association of English Teachers and the branches of each in Massachusetts, Maine and New Hampshire.

Newsletters and Brochures

Regular mailings were made to specialized personnel who would be concerned with and interested in the courses acquired by the National Instructional Television Library for national distribution. These were in the area of music, mathematics and science. Special mailings were made to curriculum personnel,

calling attention to these courses, as well as those acquired by the Northeast Regional Instructional Television Library Project on Reading, Practical Politics. A newsletter to Social Studies personnel was sent several times with a questionaire included requesting information about the areas of social studies instruction which would best be served through instructional television. A similar mailing to music personnel, art and secondary education principals was made. A special mailing to secondary school principals advising them of the study made under the auspices of the Project about bell schedules in secondary school was sent early in 1963. About fifty requests for the study were received.

A major activity was the announcement of and request for evaluation of two pilot Mathematics programs and two pilot English programs. These mailings went to elementary principals in Massachusetts, Virginia, Washington D. C., Rhode Island, Northern Connecticut, Southern New Hampshire.

Regular Newsletters were sent to all instructional television personnel in the Northeast. Three special mailing were made to teacher education personnel in the Northeast. One of these requested information about critical needs in the area of teacher education which could best be met through instructional television.

Three Newsletters were mailed to members of the Association for supervision and Curriculum Development in the Northeast. It had been the hope of the Project Staff to send regular Newsletters to elementary and secondary principals throughout the Northeast and to Teacher Education personnel to keep them informed of developments in the educational television field, but the myriad tasks to be accomplished put this hope in the background, except for special mailings. A regular Newsletter, once every six weeks, was the type of mailing envisioned, but the staff could not manage such a Newsletter without additional help.

Liaison with the National Instructional Television Library and the Great Plains Instructional Television Library Project

The Project Director attended all of the Advisory Committee meetings of the National Instructional Television Library and the dozens of meetings arranged between the Directors of the GPRITL and the NITL and the NRITL for purposes of coordination of activity, clarification of procedures, etc.

During the Winter, Spring and Summer of 1963, the Project Director attended the meetings of representatives of the three libraries for the purpose of assessing and defining the role of each preparatory to preparing a proposal for the United States of Education. These meetings were held regularly in

New York and Chicago.

In the Fall of 1963, the Project Director attended three of the four conferences held throughout the country by the NITL to assess the status of instructional television.

In the Spring of 1965, the NRITL Project Director again met several times with the other Directors for purposes of working out details related to the new contract for the National Instructional Television Library.

During 1964, the Project Directors met together several times and at special broadcasting meetings where all three were in attendance.

It is always helpful to meet with people who are charged with similar responsibilities and to share each other's "crying towel". It was particularly useful for the GPRITL, NITL and NRITL Project Directors to meet together, since each Project was being conducted in significantly different ways. The opportunities for coordination, reduction of duplication of effort and general increased understanding of each other's function were many and were largely productive.

TASK II - <u>The Regional Cooperative Development of a Series on the Utilization of Instructional Television.</u>

A strong recommendation from the Elementary and Secondary Task Groups of the Northeastern Regional Instructional Television Library Project, Phase I, and from the Programming and

and Distribution Task Groups of the same project was that a series should be prepared as quickly as possible on the Utilization of Instructional Television in the Classroom. The value of such a series in the training of pre-service teachers, as well as in-service teachers, has been underscored by teacher training institutions throughout the Northeast. In October, 1962, representatives of those Greater Boston colleges preparing teachers discussed the need for such programs and volunteered to build this series into their teacher training curricula, beginning in the second semester of the 1963-64 school year.

At the suggestion of personnel in the Educational Media Branch a proposal to develop the series was submitted in January, 1963. It was indicated that three distinct needs for the series could be identified:

1. The school systems now using televised instruction feel a need to improve the manner in which the broadcast lessons are integrated into the classroom activity.

2. Systems presently using television lack an organized program for training new staff members in the use of the media.

3. In school systems, not using television, there is a need for programs to provide a basis for making the decision to utilize television and to properly prepare the teachers in those systems, so that televised instruction can be successfully become a part of the school program from the outset.

It was proposed that a complete survey be made of materials which existed and which were "in production" (i. e. the NAEB Kits, the MPATI Ford Foundation series, the Bell Telephone utilization film and any other materials).

It was also proposed that a regional Advisory Committee, comprised of teacher education personnel, public school administrators and educational television personnel be convened to carefully examine the existing materials and to evaluate them in terms of (1) the need of the region, and (2) the success of the existing materials in meeting the needs which had been identified. Particular attention was to be focused upon the needs of pre-service teacher education.

The urgency of need for such a series was so acute that while waiting for the Proposal to be approved by the United States Office of Education, the Eastern Educational Network Trustees authorized expenditure of funds to organize and call together an Advisory Committee concerned with the content of such a series and with its use.

The Committee met in March, 1963 before any response had been received from the Educational Media Branch to the request for funding of Task II.

The Advisory Committee reviewed all the existing materials on utilization and were unanimous in their agreement that nothing

was yet available which would adequately meet the stated needs. They further elaborated on the need for such a series, suggested broad content, discussed techniques of presentation, depth of coverage within the series and allied concerns. They recommended the immediate meeting of a sub-committee to make even more detailed suggestions as to content and they urged the immediate action of obtaining a script writer and funding as soon as possible of the actual production, so that the series would be available at least for introduction in September, 1963. They also suggested contacts with teacher education personnel in the region to ascertain their willingness to build such a series into their course complex for pre-service teachers. Through several meetings designed for this purpose, agreement was obtained that teacher training institutions within the region would be pleased to serve as pilot centers to introduce the series on utilization in the second semester of the academic year, 1963-64.

Before the special group could be convened to work on the content in depth, word was received from the Educational Media Branch that the original proposal would be modified. The modification called for exploration of the need for such a series, the examination of other utilization materials commonly available, the evaluation of these materials and the preparation of a more detailed proposal if none of the available

materials seemed to meet the needs identified by the Advisory Committee.

On June 20, 1963, the contract for pursuit of the modified proposal related to a series on utilization of instructional television was received. The contract provided funds for a six months study and evaluation of existing materials.

Most of the actual work specified in the proposal had been completed. All existing materials had been examined and decisions had been made that a new series needed to be developed. The "action" committee suggested by the Advisory Group had met once prior to receipt of the contract and they were immediately called into special sessions to continue their planning of a series on the utilization of instructional television. The Advisory Committee members were requested to make their comments and suggestions by mail and a small group of the Advisory Committee met throughout the region with the Project Director to give advice and suggestions and to view again the materials which were already available on utilization. Meanwhile, the "action" group had prepared an outline of content for the series which was also sent to all Advisory Committee members for immediate reaction and on June 29, 1963, in keeping with the direction in supplement number four, a proposal for the development of a series on the utilization of instructional television was sent to the United States Office of Education, which included

an outline of content for each program and plans for introduction of the series in Pilot Centers throughout the region. These Pilot Centers were to include Teacher training institutions and public schools. Plans for a special series of meetings were also included in the proposal for school administrators.

While waiting for the proposal to be acted upon, the Project Staff conducted utilization meetings for public school teachers, teacher education personnel and planning sessions for the use of a utilization series with instructional television personnel. Kinescopes were made of several outstanding instructional programs designed for use in the elementary and secondary schools and for teacher education and the Project Director introduced those at most of the meetings with teacher education personnel and school administrators and indicated how the series could be used, the responsibility of the classroom teacher, the responsibility for follow-up, etc. In several cases the Project Director demonstrated for teachers the preparation for and the follow-up of the specific lessons.

Whenever possible during the Fall of 1963, the utilization of instructional television was discussed at meetings in the region. This activity was in keeping with the provisions of the contract under which the Project was working, which charged the staff with administration and supervision of Task II.

At the instructional television exchange meeting in November in Washington, D. C. members of the Eastern Educational Network requested an officer of the Educational Media Branch to give a report of the status of the proposal submitted by the Northeastern Regional Instructional Television Library Project in keeping with the direction in supplement four to the original contract. He reported that the proposal would not be funded inasmuch as a project for six utilization "kits" being prepared under the auspices of the NAEB and funded by the Educational Media Branch was still underway and because there might be duplication of effort.

The difference in the two pursuits, the goals, the type of program were all identified, but the proposal was not funded. The remaining funds in the six months contract which were to be used for informational services on utilization were put to work in November and December and on December 31, 1963 the contract terminated. It was requested that the remaining funds be transferred to Task I for use in meeting secretarial and travel expenses. This was accomplished through supplement five on July 13, 1964.

The outline prepared in 1963 for the development of the series on utilization is still very much to the point and has been examined carefully, within the last six months, by the instructional television personnel of the region.

The need for such a series continues and daily the Project office has received requests for such a series of information about a series to be used for this purpose.

To do the series in the proper way, special funding is necessary. There is no point in developing a series which is not even as appropriate as the few now in existence. A proper job will be expensive, but the need for a thorough treatment of the topic is great. The power such a series will have in increasing the wise use of instructional television is great.

Task III. <u>The Regional Cooperative Planning and Development of a Series on Mathematics for Elementary Teachers</u>.

The Elementary Education Task Group of Phase I of the Northeastern Regional Instructional Television Library Project identified the development of a series of television programs on mathematics for elementary teachers as <u>the</u> priority in teacher education. At the suggestion of the Educational Media Branch of the United States Office of Education a proposal for the regional cooperative planning and development of such a series was prepared.

The theory of regional, cooperative planning and development - that quality programming will result when there is regional agreement and when resources of personnel, funds and production are pooled - was a theory as yet untested. Within the years from 1958 to 1962 the battle concerning content of the "new

mathematics" program raged. But in 1962 and 1963, there seemed to be a climate of agreement emerging among mathematicians and it seemed appropriate to attempt to get regional agreement and acceptance of content for a series on mathematics for elementary teachers. The climate for an experiment in regional planning and production seemed "right" also.

Advisory Committee, Content Consultant, T.V. Teacher

The Trustees of the Eastern Educational Network were very anxious that the first series to be planned and developed in the Northeast region get underway and that the demonstration of regional activity in this direction be begun. Accordingly, since the proposal had been submitted in January, 1963, and was not returned in contract form until June, 1963, and the need for such a series was obviously very great, the Trustees authorized the expenditure of funds to permit the organization and meeting of an Advisory Committee to begin the discussion of the content of the series. The first meeting was held in February, 1963, at which time representatives of public schools, administrators, State Departments of Education, the United States Office of Education, teacher education institutions, college mathematics departments, and the National Council of Teachers of Mathematics met in Washington, D.C.

The history of the idea of cooperative planning and production on a regional basis was reviewed for the Committee, and the importance of the series on mathematics was also reviewed briefly in the original letter requesting them to participate. A brief summary of that information was made at the first Committee meeting, followed by a discussion of the audience toward whom the series would be directed and the amount of training and experience with mathematics which each of those teachers might have had. An opportunity was provided for examination of already existing mathematics programs on videotape or on film. The Committee also suggested broad areas of content about which every Committee member was to think and readjust according to his particular point of view. A description of the type of television teacher most likely to meet the goals of the Committee in presenting the material to elementary teachers preceded a listing of possible candidates for the position of television teacher.

The Project Director prepared a job description for the television teacher based upon the Committee's suggestions, and described in detail the tasks involved in preparing the series when writing to each of the recommended candidates. Twenty-five persons were approached, inviting them to make, at the expense of the Eastern Educational Network, a pilot tape fifteen minutes in length which would serve to indicate that particular individual's

concept of the way in which the first lesson in the series should be presented to teachers. A description of the tentative content of the series, of the Committee's thoughts about the technique for presentation and of the type of audience for whom the series was to be prepared was sent to each of the twenty-five. Within a week's period, all but six of the twenty-five had declined the invitation to make the pilot tape. Each expressed strong interest in the undertaking but did not wish to be considered for the position of the television teacher. As the time to make the pilot tape drew near, two more withdrew, and finally there were four candidates who completed auditions. Each one was requested to work at the educational television studio nearest to his home. At the request of the Project Director, a producer-director was assigned to each person, graphics were made at the person's direction, and as much help in script writing and production technique as possible was given to each of the candidates. The audition tapes were previewed by the Committee in April, and because the decision was so difficult to make, three persons were asked to make a second tape. During the time the second tapes were being planned and made, the Project Director visited each of the three persons and observed each at work in his classroom or at his work. During this time also, having had a meeting of selected Committee personnel during the National Council of Teachers of Mathematics meetings in Pittsburgh in April, 1963, for the

purpose of considering all of the suggestions from the Committee concerning content and its organization, the Project Director and two members of the Committee worked to bring the suggestions for content into some order so that a final approval could be given at the scheduled June meeting.

The Content

The eventual agreement on the over-all content by all Committee members is particularly significant. After continued pursuit of the possible content for such a series, a common core of information (never before introduced in this particular order or manner) was developed which allowed everyone on the Advisory Committee, regardless of his own particular interests in certain phases of mathematics instruction, to support the content as being a decided departure from the "tried and true" and a distinct contribution to mathematics education.

The Committee on the Undergraduate Program in Mathematics of the Mathematical Association of America, the National Science Foundation Institutes on Mathematics, and the National Council of Teachers of Mathematics have been generous in their comments about the organization and content of the series.

The content of SETS AND SYSTEMS is:

CONTENT OF THE SERIES

1. **NUMBERS AND SETS:** The idea of sets is introduced and used to develop the concept of number. The set of natural numbers and the set of whole numbers are compared.

2. OPERATIONS: Properties of addition and multiplication with whole numbers are developed in relation to operations with sets.

3. MORE ON OPERATIONS: Properties of subtraction and division with whole numbers are developed and compared with the properties of addition and multiplication.

4. NUMERALS: The historical development of systems of numeration is explored. Rules of positional notation, as demonstrated in base ten (or decimal) system, are developed.

5. MORE ON NUMERALS: Basic understandings of a decimal system of numeration are applied to systems using a base other than ten.

6. ALGORISMS: Algorisms for addition and subtraction of whole numbers are developed. Properties of the operations and the basic understandings of the numeration system are applied.

7. MORE ON ALGORISMS: Algorisms used in multiplication and division of whole numbers are developed. Properties of the operations and the basic ideas of the numeration system are applied.

8. THINK!!!: Ideas of the system of whole numbers are reviewed and related to teaching in the elementary classroom.

9. INTEGERS: The set of integers is introduced and the properties of operations with integers are developed.

10. ARITHMETIC NUMBERS: The set of arithmetic numbers is introduced. The system of arithmetic numbers is compared with the system of whole numbers.

11. DECIMAL FRACTIONS: The decimal system of numeration is extended to the right of ones place. The properties of operations with arithmetic numbers are demonstrated with arithmetic numbers expressed as decimal fractions.

12. RATIONAL NUMBERS: The system of rational numbers is introduced and identified as a field. The systems of whole numbers, integers, arithmetic numbers and rational numbers are compared.

13. FINITE SYSTEMS: Examples of finite mathematical systems are shown. A mathematical field is again defined and the idea of a group is introduced.

14. POINTS IN SPACE: Basic ideas of sets are used in geometry. Concepts of point, line, plane, and simple closed curve are developed.

15. NUMBERS AND POINTS: An association is established between the elements of sets of numbers and of sets of points. The number line as a visual representation of this association is developed. The number line is used to help visualize the characteristics of elements of sets of numbers and to demonstrate the properties of operations with numbers. The basic characteristics of a mathematical system are summarized.

In June, the Committee met to screen the three audition tapes and to select a teacher. Though the decision was for a while caught up between two of the television teachers, one emerged as the one to present the content as the Committee envisioned it. A Content Consultant was also selected from among the members of the Committee. The Content Consultant was to work with the teacher and the producer-director to be certain that the selection, interpretation, and presentation of the content was in keeping with the Committee's desires. The Committee were also requested to suggest titles for the series.

Producer-directors were being interviewed during the months of May and June.

All of the preliminary preparation for the series had been made pending receipt of the contract to permit further work on the series. On June 20, 1963, the contract was received.

On July 1, 1963, the Television Teacher began her work, having agreed to be employed from July 1, 1963, through August 1, 1964. She was granted educational leave from the District of Columbia Public Schools to serve as the television teacher.

On July 1, 1963, the Producer-director was also employed.

During the last week in June, the Project Director, the Executive Director of the Eastern Educational Network, and the production personnel from WETA-Channel 26 in Washington drew a set of agreements which would permit the series to be produced in the studios of WETA, using WETA crew and using funds from the WETA School Television budget to cover the cost of production. No funds for production were available from the United States Office of Education. Member schools of WETA agreed to provide the production funds for the series since they had planned to produce a series on mathematics themselves and felt that the quality of the regionally planned series would be superior to their local efforts. The original contract called for the series to have thirty programs and to be one full year in preparation, with ample time for script writing, review of script by the Advisory Committee, review of pilot programs by the Advisory Committee, and preparation of the Guide to accompany the series. After giving very thorough consideration to two major facts - (1) the desperate need for a series on mathematics for elementary teachers, and (2) the content as outlined for the series, the Committee made

two decisions - (1) that the series would be fifteen thirty-minute programs in length, and (2) that the series should be prepared as quickly as good judgment and cautious procedures would permit, and that every effort be made to be "on the air" at least in selected areas by October 10, 1963.

Seminars

A second phase of Task III was to organize Pilot Follow-up Seminars. The stated purpose of these seminars was:

1. To demonstrate the value of a follow-up program which (a) is conducted by competent personnel, and (b) which will provide an opportunity for teachers to discuss and reenforce learning acquired from the television programs.

2. To train leadership personnel during the Summer of 1963 (and possibly of 1964) in a two-week session. These leaders will serve as the teachers in the pilot follow-up sessions. The television teacher and the content consultant will be the instructors in the two-week training session and will maintain close contact with the pilot centers during the year. . .

The procedure suggested for the seminars was to (1) choose four pilot centers, (2) invite and/or select personnel for the training sessions, (3) choose locations for the training sessions, and (4) explore and/or negotiate with universities and school systems

concerning credit for those teachers who will be enrolled in the follow-up sessions.

According to the plan, "Leaders" (or consulting teachers, as they were known in the contract) would attend the seminars for two full weeks (five days each week, 9:00 to 3:00 each day). They would receive an honorarium of $75.00 per week (this is a pattern established by NSF and NDEA Institutes), transportation, and a per diem of $16.00. Twelve consulting teachers were scheduled to be chosen for the pilot workshop training period, but up to twelve more could be included at their own school's expense. Payment for the services of the consulting teachers' time during actual seminar sessions throughout the year would be the responsibility of the school system.

In order to carry out Phase II and to prepare the series for broadcast no later than October 10, considerable effort was necessary during the last week in June and the first few weeks in July.

The four school systems selected to serve as Pilot Centers were Milford, Maine; Dover, New Hampshire; Washington, D.C., and Englewood, New Jersey. They were chosen because each represented a totally different possibility of teachers getting to a University for course work in Mathematics, as well as the fact that each represented a totally different type of school system. The District of Columbia, for example, has a turnover of nearly 1,000

elementary teachers a year, and therefore to upgrade instruction in mathematics is a very difficult procedure since the staff changes so quickly.

The Superintendents of each of the Pilot Center School Systems were requested to appoint two or three faculty members who would serve as the follow-up leaders during the school year when the series was being broadcast.

When the "Leaders" were nominated, the Project Director contacted them to acquire the necessary affidavits for federal support, etc.

The Training Seminars were organized and plans were made to hold them at Tufts University, in Medford, Massachusetts, where meeting rooms, living accomodations, and food would be readily accessible, thereby permitting maximum time for work. The meetings were held from July 29, 1963, through August 9, 1963.

The Content Consultant, the Television Teacher, the Producer-Director, and the Project Director served as the staff for the Seminars.

The Television Teacher "taught" a television lesson (without benefit of studio, cameras, etc.) each day "live" to the participants in the seminar, using proposed content of the series as she and the Content Consultant had developed it, and as the producer-director had suggested that it be presented. Seminar participants reacted to it and helped the television teacher and Content Consultant to revise it, to include less or more, or to

change the technique of presentation, to reenforce certain major concepts, etc. In the afternoon of each day, Seminar participants worked out the content through examples which they prepared for themselves or which the Content Consultant and Teacher prepared for them. This gave them an opportunity to actually work with the material so that they would be in a better position to interpret it to the teachers with whom they would be working. The participants also designed examples which could be used in the Teacher's Guide for purposes of reenforcing the content presented. The intent of the Seminars was to prepare the participants as completely as possible to understand the Television Teacher's purposes, methods, and goals, and to be so thoroughly acquainted with the material being presented that they could encourage teachers who would be watching the series and would be able to answer questions for teachers following each broadcast. This procedure, it was hoped, would reduce the argument that television teaching does not allow the person observing the program to "ask questions" of the teacher.

Scripting and Production

The Seminar sessions provided the Teacher, the Content Consultant, the Producer-director, and the Project Director, who was serving as executive producer, an opportunity to work on scripts for the

first few programs and to get them as close to "ready" as possible. Immediately following the Seminar, the Teacher and Producer began to work on details of production. Weekly trips to Washington made it possible for the Project Director to meet with the Teacher, the Producer, and the Content Consultant and to work with them on some of the details of production which had to be worked out.

Since regional cooperative production was not something with which anyone had previous experience, there were many "firsts" to be considered, and decisions were necessary every time one turned. One of the pioneering activities in which the Project Director engaged was to draw a contract for the teacher which, after scrutiny by lawyers, was used as the formal agreement of the teacher to serve in the employ of the Eastern Educational Network.

Production began in middle August and taping was planned for one program per week. Script writing preceded the taping by four weeks which permitted the Content Consultant to approve the script as indicative of the intent of the Advisory Committee and the Teacher and Producer to work on it several weeks in advance. It also meant that the Television Teacher worked under considerable pressure since each week she was at work on several scripts in different stages of development. Immediately following the taping, the Television Teacher and the Content Consultant completed the materials for the Teachers' Guide and shipped them to the Project

Office where they were stenciled and mimeographed and shipped at once to the Pilot Centers.

A master copy of each tape was made and three dub copies were made to permit distribution throughout the region and to permit the scheduling of broadcast of the program once a week, which was the request of most School Service Personnel. In two cases only did the programs appear every other week.

These were hectic weeks during the first semester of the 1963-64 school year as dubs of the program were shipped on a schedule to each of the educational television stations participating in the series, and as Guides went directly to them as fast as they came off the mimeograph machine.

The Advisory Committee met in September, 1963, to view the first three programs and to make suggestions about each of them. In general, they were very much pleased with the results. Some suggestions concerning the opening program were later incorporated in the remake.

The series was broadcast again during the second semester of the year.

Figures indicate that a total of 24,000 elementary teachers participated in the television series during the 1963-64 school year.

Feedback

A system of postcard feedback was worked out on a carefully developed plan to permit one half of the teachers in each Pilot Center to send each week comments and evaluations to the Project Director for each lesson.

Cards were processed and tabulated immediately upon their receipt, and the results were returned to the Television Teacher and the Producer for their information. Though the original plan of the proposal for the series was to permit feedback to have a direct effect on the very next program, no such "ideal" situation was possible with the stepped-up schedule of production. The feedback was used, however, in the preparation of the program being made at the time the feedback was received, and it was also carefully examined before any of the programs were remade in the Spring of 1964.

Remakes

In December, 1963, the Advisory Committee and the Pilot Center "Leaders" gathered in Washington to share the evaluations they had made of the series, and to view each program so that suggestions for remakes could be given to the Teacher and the Producer. Remakes of the programs requiring such attention were made during February and March, and a final one in April.

The Guide

Revision and rewriting of the Teachers' Guide were also made

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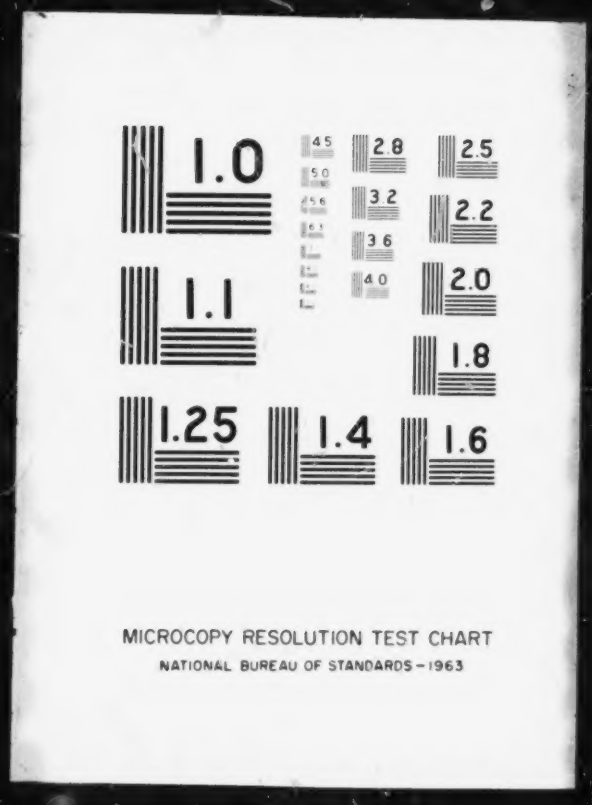

during March, April, and May so that a new Guide could be prepared during the summer for distribution in September, 1964. The Teachers' Guide included an outline of content, major ideas for each program, reenforcement examples and a key, a glossary and a bibliography for each lesson.

Pilot Centers

During the early broadcast dates (Fall, 1963) the Project Director visited the Pilot Centers and was in constant touch with the Pilot Center "Leaders" by telephone. During the Spring (1964), the Television Teacher visited each Pilot Center and spent several days working with teachers, parents, and school administrators.

Training Seminar

A second Training Seminar was held at Tufts University in July, 1964. Ten people were in attendance, having been selected by their school superintendents to attend. In each case, their expenses were paid by the school system.

Evaluation by the Educational Testing Service

In April, 1963, the Project Director approached the Educational Testing Service to request their assistance in evaluating the effect on teachers of a presentation of mathematics via television. The Project Director requested evaluation of teacher knowledge of mathematics prior to the broadcasts, and evaluation of teacher knowledge and attitude about "new math" after the broadcasts.

Educational Testing Service approached the United States Office of Education, Educational Media Branch for funds to carry out the evaluation, and subsequently got underway by preparing test instruments to be administered for all the teachers enrolled in the Pilot Centers prior to the beginning of the television broadcasts. They also prepared "achievement tests" which teachers in the Pilot Centers were asked to take at intervals during the broadcast of the fifteen programs.

The tests were developed by ETS staff members upon receipt of the script for each program which was sent as soon as the program had been taped. There were five tests developed - one to be administered after program five, one after program eight, one after program eleven, one after program thirteen, and the final one after program fifteen.

These tests were returned to Educational Testing Service, scored, and an item analysis produced information very useful to the television teacher and producer as they remade the selected programs of the series. Originally, it had been planned that the feedback from the testing would permit an immediate adjustment to the future programming, but the timing was thrown off with the step-up of production of the series. At the conclusion of the series, post tests were administered to Pilot Center personnel.

The Project Director served as the liaison person between the Educational Testing Service and the Pilot Centers and the Advisory Committee. The Director of the Educational Testing Service Project attended each of the Advisory Committee meetings and regularly made reports and submitted the early and post questionnaires to the Advisory Committee for comments and suggestions.

The Project Director assisted the ETS Director in making arrangements to do the testing at the Pilot Centers and accompanied him to the Pilot Centers to assist in explaining the purpose of the testing.

Unfortunately, the ETS Director had a bland personality, a very quiet voice, and a cumbersome method of presenting the test material. No amount of persuasion from the Project Director seemed to "cut the ice." The teachers were either reluctant to take the tests, distrustful of the use of the results, or simply annoyed. Many recorded incorrect names and ages, which meant that when the Educational Testing Service set out to analyze the data it was not possible to locate test materials for many of the members of the Pilot Centers, and often the answers to the questions on experience were so far off from the answer on age that the data had to be discarded. The attrition rate in the number of tests taken during the series was alarming but was easily outstripped by the attrition rate of those taking the final tests.

Lack of a sufficient number of cases and a statement (as the complete Project was described to the Advisory Committee) by the Educational Testing Service Personnel that the study was poorly conceived has meant that the study served essentially no purpose. It was not possible to adequately measure or analyze many of the items in the pretests, nor was it possible to identify any growth in attitude or knowledge of the teachers who took the tests.

The Advisory Committee has recorded its complete dissatisfaction with the manner in which the ETS study was conducted and with the lack of supervision given the study by responsible personnel at the Educational Testing Service. Early in the Project, the Advisory Committee directed the Project Director to record concern with the Educational Testing Service over the manner in which the tests were being administered and the subsequent attitude that was emerging from the teachers in the Pilot Centers. No note was taken of that concern, for the same person continued to administer tests and to alienate teachers.

If one were to examine the results of the study, it would appear that teachers learned nothing about mathematics via television. Statistically this is the case. Yet the empirical evidence of a change in attitude, increased interest, and increased skill in presenting mathematics to students is readily available from

Superintendents and Curriculum Directors who have been high in their praise of the effects of the television broadcasts on their elementary teachers.

A normal resistance to testing plus a basic distrust of the use of the test data may have accounted for some of the attrition in the cases being studied, but the unwillingness of teachers to accept their role in evaluation of a new medium which cannot help but affect their lives, both privately and in their employment, is a deplorable condition.

What set out to be a worthwhile evaluative study conducted by someone other than the organization developing the series became an unfortunate report of a poorly planned and greatly misunderstood attempt at evaluation of the learning which takes place via television.

Use of the series SETS AND SYSTEMS

In New Hampshire, special courses at the University were instituted to give teachers credit for the work they are doing with SETS AND SYSTEMS, and to extend the teachers' knowledge of the content. SETS AND SYSTEMS is used as the core of the University work and expanded by the University personnel.

In the District of Columbia, the District Teachers' College has centers at which those teachers (other than Pilot Center personnel) who participated in SETS AND SYSTEMS met for special follow-up courses and received two hours of college credit. Again, SETS

AND SYSTEMS is used as the core of the course. The District Teachers' College employs the leaders of the "centers."

In many public school systems, special personnel conducted follow-up centers for the teachers following the broadcast each week. In-service credit was often given.

The Project Director has attempted to collect as much data about these follow-up plans as possible, but observation of many of them is necessary to adequately evalute the plan and the worth of it, and time has not permitted observation of the number necessary to draw any justifiable conclusions.

In 1964, 9,000 elementary teachers in North Carolina took part in the television series. The Project Director, the Content Consultant, and the Television Teacher met with members of the State Department of Education in North Carolina to help them organize the program of follow-up, and then met with "Leaders" for a two-day workshop in September and a session on evaluation in December. The North Carolina teachers are viewing the programs on videotape from the National Instructional Television Library, and on kinescopes provided on a rental basis from the Northeastern Regional Instructional Telebision Library. Guides for the series were purchased through the Eastern Educational Network.

There were 37,000 elementary teachers in the Northeast Region who participated in the series during the 1964-65 school year.

Observations

The supervision of the planning and preparation of the series and of the establishment and operation of the Pilot Centers and the Training Seminars, plus the chairmanship of the Advisory Committee and the "implementer" of Advisory Committee recommendations would have been a full-time job. Added to the other tasks of the Project Director, it was unrealistic. But the excitement of regional, co-operative planning and production, and a strong commitment to using television for in-service education provided strength when it seemed that it would be impossible to do one more thing.

A full-time consultant should have been employed. This was not possible to know when the proposal was written. Far too many demands were made on the Consultant's time and knowledge for the limited amount of payment which was available. Again, a strong interest in the task and her enthusiasm as a designer of the basic content of the series permitted her to give much more time to the task than could be rightfully expected.

The Television Teacher was employed full time to develop the fifteen programs and to meet with the Pilot Center personnel. Full time turned out to be twenty-hour days as a regular pattern.

General Observations and Evaluations of the Northeast Regional Instructional Television Project

1. The Northeast Regional Instructional Television Project has been concerned with locating quality programming for use in schools in the Northeast.

   The Project has been concerned with encouraging quality production of instructional television programming and has demonstrated a technique for cooperative planning and development, on a regional basis, of a television series for teachers.

   As evidence of the concern for quality and the support for this concept among instructional television personnel in the Northeast, it should be noted that four of the six programs acquired for national distribution by the National Instructional Television Library were prepared and produced in the Northeast. One of the series was SETS AND SYSTEMS.

2. The success of the pattern of development, production, and follow-up of the series, SETS AND SYSTEMS, has established a plan which should be followed, modified, and experimented with in other content areas, both for teachers and for students. The preparation of supplementary materials for students would be a normal extension of the plan.

3. Experience indicates that the broadcast of the series, SETS AND SYSTEMS, every other week was far more successful since it provided more time between broadcasts for teachers to fit into their schedules the work on the supplementary materials in the Guide, to take the "achievement tests" to assess their own growth, and to discuss the content with other members of the faculty and the discussion leader.

4. The Project staff had time only to experiment with the development of three pilot programs, two of which were in mathematics for primary and intermediate students, and the other in the teaching of reading for teachers. In each case, the number of things learned from the pilot were countless. Careful planning, research orientation, constant evaluation under a variety of circumstances, and controlled "experimentation" with techniques of presentation and with content are all necessary to produce new ideas, new programming, new learning.

There is desperate need for an organization to have the time and the funding to do this experimentation and to try it out <u>at once</u> in public schools. The time lag between development of new ideas for use on instructional television programming and the actual introduction of them to the classroom is altogether too great.

5. Except in a few instances, the Sampler Library did not serve the purpose of introducing a potential user to the series so that he might negotiate to purchase the series, but the Library did serve to acquaint numbers of people with the type of subject being treated via instructional television, the techniques of presentation, and the type of teacher. In most cases, examination of the samplers resulted in a desire for and work toward better programming.
6. The word "Library" attached to the end of the Project name was really misleading and a misnomer. The only "Library" aspect was the sampler library, and it was such a small fraction of the work of the Project that it hardly needed to be identified in that manner.
   The word "Library" was very misleading to educators and made a description of the work and the purposes of the Project difficult and confusing.
7. Much more time was needed to visit in schools to become fully aware of the impact of the programs being broadcast to the students and teachers. The Project Director could have served many more school systems and helped them to use instructional television wisely had she the opportunity to work for an extended period of time with selected teachers and ITV personnel in preparing for and following-up a

specific program. The same would have been true with programs being broadcast for in-service education.

8. Many more Newsletters and brochures would have been useful and should have been prepared to assist in the task of acquainting educators with the power of instructional television when properly selected and correctly used. Time to do this simply did not exist.

9. The development of an instructional television service on a regional network basis has been exciting and productive and one of the significant pioneering aspects of the Project's work.

10. The staff of the Project (the Director, a Professional Educator; the Project Assistant, an Office Manager; a part-time Secretary; and a part-time Distribution Assistant) was so small that it simply could not adequately meet the demands for service and leadership. The Director carried the major burden of educational and leadership activity; the assistant carried the major burden of transcribing answers to the correspondence, study guide preparation, telephone calls, management of the distribution schedules, arrangements for dubbing, management of the sampler library, and details of arranging meetings. Four more people could easily have been kept busy every minute.

11. Many more instructional television programs are available for use in the elementary schools than in the college or secondary schools. Elementary school teachers and administrators are, therefore, somewhat better informed about instructional television and more interested in learning how to use it wisely.

    Because of the above interest, and because there are so many more offerings to discuss, the Project Staff tended to spend more time with elementary teachers.

12. Secondary school administrators and teachers still need more help. When more quality programming is available, secondary school personnel will be considerably more interested in the use of instructional television. Similarly, when programming is available that is distinctively superior to the experience which each subject matter specialist can bring to his students, instructional television will have a much greater appeal to secondary teachers.

13. Many college teachers are yet to be sold on the values of instructional television. Those who teach the sciences are more nearly persuaded than those who teach the humanities. There is much work to be done in this area.

14. Teacher education personnel see advantages in instructional television for children and for observing student teachers

at work, but there is still some persuasion necessary to encourage many to appreciate the values of ITV for in-service education.

15. The enthusiasms which educators had for instructional television in the late 1950's seems to have waned in the last few years. This is unfortunate but understandable since the demands on their time and on their imagination have been staggering. The "prestige" value of instructional television is not, in many cases, as great as that of team teaching, Montessori classes, non-graded schools, honors classes, etc. This, too, is unfortunate since the power of instructional television is almost frightening, and one would hope that responsible educators would recognize this and wish to have a part in the direction of this medium so that it can be used wisely.

Some of the lack of prestige may result from the fact that educators are not in control of many of the activities of instructional television, though certainly the opportunity is theirs if they would accept it. They cannot control the organization of open circuit television as they can control closed circuit T.V. Many educators are intrigued with the gadgetry and fad of closed circuit equipment.

There is still a basic distrust of educational television

personnel by educators, and this distrust stems from three conditions - (1) educational television personnel are often opportunistic--their work sometimes demands such activity--and they often barrel through a plan without consulting the educators involved; (2) educational television personnel do not always want to take the time to work with educators--ETV personnel find it difficult to realize that the business of education is often cumbersome and involved, not at all by design of the educator but by the very structure of the legal, financial, local, state and national agencies to which a school system must answer; and (3) most educators work on a set of principles (not always conceived in the soundest way, but essentially well intentioned and basic to their activities). The immediacy, the infancy, the opportunity of educational television sometimes causes its personnel to operate on a fluctuating set of principles which are often made up as the moments tick by. It is not possible for most educators to conduct their business in that way, and though they try to understand a business which does have occasion to operate in that fashion, they are not always successful.

Respectfully submitted,

M. Virginia Biggy

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